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ABSTRACT

This reading curriculum for the Education for Employment Project (a project based on business and education partnerships, with the goal of producing the finest, best educated, and most skilled work force in the United States has as its purpose the development of strategic readers critical thinkers who view reading as a lifelong interactive process which fosters communication and leads to self, cultural, and career awareness in a literate society. It is intended to serve as a guide for the integration of Education for Employment into the regular curriculum. The curriculum contains eight general goals (such as using literature to become sensitive to workplace interactions and demonstrating strategic reading behaviors independently in the workplace), each with supporting objectives and activities. (SR)

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READING EDUCATION AND EDUCATION FOR EMPLOYMENT

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READING EDUCATION AND EDUCATION FOR EMPLOYMENT
GRADE LEVELS K-12

MISSION STATEMENT

The mission of reading as it relates to Education for Employment is to develop strategic readers and critical thinkers who view reading as a lifelong interactive process which fosters communication and leads to self, cultural, and career awareness in a literate society.

The goals, objectives, and activities found in this handbook are designed to support this mission. They are not, however, meant to be exhaustive or all-inclusive. Users are encouraged to add activities of their own and to modify those herein.

The intent of this handbook is to serve as a guide for the integration of Education for Employment in the regular curriculum.

GOALS

The general goals for the reading curriculum as it relates to Education for Employment are to develop readers who:

1. Demonstrate strategic reading behaviors independently in the workplace.
2. Effectively communicate information gained through reading with others in the workplace.
3. Are aware of career choices through reading.
4. Use literature to become sensitive to the interactions of people in the workplace.
5. Demonstrate the reading skills necessary to acquire a general knowledge base that will enhance job performance.
6. Apply critical and creative thinking skills in comprehending and applying information that is necessary to job-related reading.
7. Become aware of, through reading, cultural diversity and heritage and how that impacts on the world of work.
8. Have a life long interest in reading.

READING EDUCATION AND EDUCATION FOR EMPLOYMENT — GRADE LEVELS K-12

LEARNER OUTCOMES OBJECTIVES	ACTIVITIES/RESOURCES
GOAL 1. To develop readers who demonstrate strategic reading behaviors independently in the workplace.	
A. Prior to reading, the student will be able to:	1. Use titles, pictures, headings, and sub headings to predict content.
1. set purposes and predict content.	2. Brainstorming to activate prior knowledge on a topic.
2. use knowledge of text structures to preview and organize information (skim/scam/sequence).	3. Small group discussions.
3. activate prior knowledge of content (voc/tech info) and skills needed for comprehension (directions - narrow focus - resources).	4. Apply story grammar (setting, plot, conflict, episodes, resolution, characters).
4. foster positive attitudes and motivation towards the reading act.	5. Use semantic mapping activity about the topic.
B. During reading the student will monitor the reading task by being able to:	
1. use a variety of vocabulary strategies to determine meaning.	1. Develop a chart using a word cluster approach.
2. self-question.	2. Emphasize content, clues, such as synonyms, antonyms, analogies, definitions, example.
3. modify rate according to purpose and difficulty of text (concentration).	3. As they read, apply Bloom's _____.
4. use text organization (sequence-problem solution, etc.)	4. As they read, have the students ask, "Am I understanding what I am reading?"
5. use visual graphics to enhance understanding of written text.	5. As they read, have the students ask, "If I don't understand what I am reading, what is causing the problem?"

LEARNER OUTCOMES OBJECTIVES	ACTIVITIES/RESOURCES
6. apply critical reading skills to interpret decision-making, drawing conclusions, relationships, literary devices, predictions, and clarifications.	6. Use a timing device. 7. Compare text difficulty and rate of reading in expository vs. narrative text. 8. First reread a story without showing the pictures, then read the same story showing the pictures. 9. Read newspaper editorials and advertisements. 10. Write persuasive articles defending a particular viewpoint such as pop in the lunchroom or no homework.
C. After reading the student will be able to:	
1. reflect, clarify and summarize, information (reread or proofread, consolidate, paraphrase).	1. Do a library search looking for information on related topics.
2. draw conclusions, evaluate written text, and make judgements.	2. Add and revise the prereading semantic maps.
3. utilize other resources.	3. Role play activities applying knowledge to a new situation.
4. integrate new and prior knowledge.	4. Rewrite headlines or an article from a different viewpoint.
5. transfer/apply knowledge to new situations.	5. Interview characters of a reading selection.
6. realize that learning is tentative and on-going.	6. Produce a quiz show on a story or a book. 7. Identify clues which indicate whether a statement is a fact or opinion.

LEARNER OUTCOMES

OBJECTIVES	ACTIVITIES/RESOURCES
GOAL 2: To effectively communicate information gained through reading with others in the workplace. The student will be able to:	
A. Retell written information in oral and written form.	1. Make puppets to act out various jobs.
B. Summarize written information in oral and written form.	2. Make commercials to promote jobs.
	3. Write want ads for different jobs.
C. Give, interpret and follow written directions.	4. Write job descriptions.
D. Use appropriate technical vocabulary to communicate job-related information.	5. Develop bulletin boards and posters which would be used in the workplace.
E. Accurately interpret inferred meaning from written material.	6. Make a booklet using interviews of people doing different jobs.
F. Evaluate and express the accuracy and value of material read.	
G. Express written material through creative activity.	
GOAL 3: To become aware of career choices through reading. The student will be able to:	
A. Acquire the knowledge and skills needed to predict future job market needs.	1. Read biographies and auto biographies.
	2. Brainstorm on what future jobs might be.
B. Self-evaluate through reading one's skills, interests and aptitudes in relationship to occupations.	3. Select a career and report on it.

LEARNER OUTCOMES OBJECTIVES	ACTIVITIES/RESOURCES
C. Acquire an unbiased (sexual, cultural, etc.) view of occupational possibilities.	4. Have an authors conference or breakfast.
D. Read in order to broaden as well as focus, options regarding career choices.	5. Invite community workers who debunk job stereotypes to read to a class.
E. Integrate recreational, vocational, and educational readings when making career choices.	6. Invite parents to discuss their careers.
GOAL 4: To use literature to become sensitive to the interactions of people in the workplace. The student will be able to:	
A. Read to understand cultural differences and similarities.	1. Promote cooperative learning activities.
B. Read to understand group dynamics.	2. Read trade books such as The Sign of the Beaver to understand cultural differences.
C. Read to understand positive examples of cooperation, conflict resolution, and problem solving.	3. Read biased materials such as The Sneetches by Dr. Suess.
D. Read to understand the effects of stereotyping.	4. Read The Zaks by Dr. Suess for conflict resolution.
	5. Read Miss Nelson is Missing to explain group dynamics.
	6. Use The Oregon Trail and other computer programs to promote cooperation and conflict resolution.

READING EDUCATION AND EDUCATION FOR EMPLOYMENT -- GRADE LEVELS K-12
LEARNER OUTCOMES

OBJECTIVES	ACTIVITIES/RESOURCES
GOAL 5: To develop the reading skills necessary to acquire a general knowledge base that will enhance job performance. The student will be able to:	
A. Expand and enlarge vocabulary and memory skills, use resource and reference materials, read nonprint materials such as graphs, charts, and blueprints and skim or scan text to acquire a general knowledge base.	1. Use the card catalog. 2. Use a game situations such as Trivia Hunt and Treasure Trackdown. 3. Use magazines and computer databases to locate information.
B. Locate and preview relevant materials in order to identify and interpret information to add to a knowledge base.	4. Write summaries of a selection.
C. Synthesize, summarize, make inferences, draw conclusions, and determine relationships from written texts to add information to a general knowledge base.	5. Compare and contract information between two sources.
D. Narrow focus, clarify fact from opinion and keep relevant ideas in order to add to a knowledge base.	6. Draw floor plans of the school and/or make a map of the community. 7. Draw and describe an invention.
E. Reread and question simultaneously in order to build a knowledge base.	8. Use computer programs such as Treasure Hunt to develop research skills.
GOAL 6: To apply critical and creative thinking skills in comprehending and applying information that is necessary to job-related reading. The student will be able to:	
A. Understand the literal message presented by the author.	1. Read the instruction or student manual to learn how to use a computer program.

LEARNER OUTCOMES OBJECTIVES	ACTIVITIES/RESOURCES
B. Understand the inferential message presented by the author.	2. Use the question - answer relationship technique.
C. Determine the credibility of the author.	3. Read various activities by several authors with different view points.
D. Determine the writer's purpose.	4. Use the Atlas almanac and encyclopedias to validate a statement.
E. Determine the validity of the author's assumptions.	5. Develop an outline using information to support a conclusion.
F. Determine the accuracy of the information and its relevance to the message.	6. Read "Penny Power" (Consumer Reports) to document advertising claims.
G. Determine whether factual information supports the conclusions.	7. Take a survey to back a theory.
H. Evaluate information based on pre-established standards and decide how well those standards have been satisfied.	
I. Combine information from a variety of sources to formulate new ideas or hypothesis.	
J. Interpret data and information to develop a theory to explain the relationship of ideas.	

READING EDUCATION AND EDUCATION FOR EMPLOYMENT -- GRADE LEVELS K-12

LEARNER OUTCOMES OBJECTIVES	ACTIVITIES/RESOURCES
GOAL 7: To become aware of, through reading, cultural diversity and heritage and how that impacts on the world of work. The student will be able to:	
A. Use reading to learn how various world cultures view the concept of career (occupational educational and recreational choices).	1. Invite people from the community with different cultural backgrounds to give presentations. 2. Establish nation or world-wide pen pal programs.
B. Use reading to learn alternative ways to organize and structure work.	3. Utilize AFS students as speakers and resource people.
C. Use reading to understand culture and how it impacts on an occupational field.	4. Read about the United Nations and its different programs.
D. Use reading to understand the historical and economic base of various cultures.	5. Plan an economics bazaar (students plan, produce, market/advertise, and determine the profitability of specific items.)
GOAL 8: To develop readers who have a lifelong interest in reading. The student will be able to:	
	1. Provide blocks of time for free reading. 2. Student listens to teacher or other adult reading orally. 3. Participate in private industry reading motivational programs such as Pizza Hut and Book It.